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ABSTRACT

Studies in the area of video training for offenders note the possibilities of modeling as a training method for delinquents. The impact of three job-related, interpersonal skill training programs for 50 Black and Hispanic inner city adolescent and young adult ex-offenders in a community-based employment program was examined. In addition, the impact of test anxiety on trainees' preparation for and adaptation to work was evaluated. Prior to the five experimental sessions, subjects completed the Test Anxiety Scale, Job Interview Skills Questionnaire (JISQ), Efficacy Questionnaire, and the Demographic Questionnaire. All subjects participated in the first desensitization session. For the remaining four sessions, subjects were randomly assigned to one of three conditions: symbolic meaning videotape, video discussion, or best alternative training intervention. Following the last session, subjects completed the JISQ, Identification Questionnaire, and the Efficacy Questionnaire and individually role played a job interview. Follow-up outcome data were obtained from agency placement specialists 30 days after completion of training. The results indicated that the two video interventions (symbolic meaning, video discussion) had essentially equal positive impact on knowledge of and ability to use job interview skills. Test anxiety was found to interfere with performance when trainees were assessed in a mode that differed from their training mode. The findings suggest that a brief community-based video training experience can strengthen the interpersonal skills for job acquisition and retention with adolescent and young adult ex-offenders. (NRB)

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VIDEO INTERVENTIONS IN COMMUNITY-BASED JOB TRAINING FOR MINORITY, YOUNG ADULT EX-OFFENDERS

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Abstract

The impact of three job-related, interpersonal skill training programs for 50 inner city adolescent and young adult ex-offenders in a community-based employment program was examined. This study evaluated the efficacy of symbolic video modeling, video discussion, and best alternative training interventions and the impact of test anxiety on trainees' preparation for and adaption to work. The two video interventions had essentiallly equal positive impact on knoweldge of and ability to use job interview skills. Test anxiety interfered with performance when trainees were assessed in a mode that differed from their training mode (experience-based vs. didactic).

VIDEO INTERVENTIONS IN COMMUNITY-BASED JOB TRAINING FOR MINORITY YOUNG ADULT EX-OFFENDERS

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This study examined if a video intervention in can facilitate adolescent and young adult ex-offenders in their preparation for and adaptation to work. Through their past actions, adolescent and young adult ex-offenders have shown themselves to be relatively unlikely to meet their personal needs through socially approved channels such as working. Bandura (1963, 1965, 1969, 1971, 1973, 1977 and Ribes-Inesta and Bandura, 1976) would suggest that a primary factor contributing to this situation is that they have been exposed to inappropriate role models or have been reinforced for taking inappropriate roles in social situations.

The development of job related interpersonal competencies, with the reinforcement of a successful work experience, may generalize to other aspects of the individual's life and initiate an upward spiral of increased adaptive skills and improved psychological functioning. For example, improved ability to compete for and obtain scarce jobs can increase access to resources such as health benefits and educational opportunities. Employment can also lead to feelings of personal empowerment, increased self-esteem, and, consequently, reduced levels of stress. Therefore, the area of job interviewing and job retention skills has great potential import not only for the individual adolescent

or young adult but also for the society at large. In an era of budget cuts and staff reductions, it is imperative not only that the most effective and efficient methods of providing community-based services to this client population be used but also that effective and comprehensive methods of program evaluation be developed.

Among the few studies in the area of video training for offenders, Sarason and Ganzer (1962, 1963, 1969 and 1973) note the possibilities of modeling as a training vehicle for delinquent and other deviant groups. They found that institutionalized delinquents appear to become more socially adaptive as a function of systematic exposure to models who exhibit socially appropriate behavior. They found that for those with high test anxiety scores, modeling (live) without televised feedback had a positive effect, while the addition of the television feedback dimension had a statistically significant negative effect. It would appear from the authors' description, that the models exhibited an ideal approach, demonstrating only competent behaviors. It was suggested that the trainees attended especially to the discrepancy between their difficulties in role-playing solutions to interpersonal problems and the greater skill of the models. Thus, seeing both themselves and the competent models on television confirmed the trainees' belief in their own behavioral inadequacy. It was concluded that how cues and information are presented is of crucial significance. Prior studies have placed little emphasis on either increasing the positive impact of models upon trainees on formally evaluating identification with the model. This study attempted to maximize and evaluate both the positive stimulus value of and trainee identification with the models by making

use of models of similar race, age, criminal history, and socio-economic status to the trainee population (cf. Bandura, 1973).

Little explicit attention has been given to the relation between mode of training and mode of evaluation. For example, Videomodeling and evaluation of role play job interviews may both be considered to be experience-based, while video discussion and paper-and-pencil tests may be seen as didactic modes of interaction. This study explicitly examines the relation between mode of training and evaluation as well as the influence of the personality variable of test anxiety on this relation.

Thelen, Fry, Fehrenbach, and Frautschi (1979) in their review of the area, conclude that symbolic modeling has been found to promote greater improvement than control groups in such clinical areas as fear of snakes, doctors, dentists, and hospitals as well as interpersonal behavior training, heroin addiction treatment, and reduction of adult female sexual anxiety. However, results of tests of symbolic modeling versus comparison training such as lecture/discussion formats have been mixed. They note a need for studies that systematically vary the training components, as well. One factor which might contribute to the variation in findings is that, few studies look at what the trainee might bring to the situation, for example, the personality variable of test anxiety. Also, few studies explicitly examine the mode of training and evaluation and its impact on outcome.

The primary personality variable which this study investigated is test anxiety (Sarason, 1968). A number of writers have viewed test anxiety as a proneness to emit self-centered, interfering responses when

confronted with evaluative conditions. Test anxiety involves two components: 1) autonomic reactivity such as sweating, etc.; 2) cognitive reactions, for example saying, "I am stupid", to oneself. Both responses are ones which, most certainly, could occur in a job interview.

In sum, the focal areas for the present study were:

1) The ability of a video intervention in a symbolic modeling or discussion format with adolescent or young adult ex-offenders to strengthen interpersonal skills for job acquisition and retention such as cognitive knowledge of job interview skills, actual ability to perform a role play job interview, and ability to successfully hold a job.

2) The relation between mode of training and mode of evaluation and the influence of the personality variable of test anxiety on this relation.

Methods

Subjects

A total of 73 adolescent and young adult ex-offenders (age 16-21) who were not currently incarcerated participated in the experimental intervention. Of these 73 trainees 50 completed the experimental intervention and were included in the data analysis. Trainees were dropped from the study due to absence during the experimental intervention or because they terminated the agency training program. Reasons for absence and/or termination varied, ranging from sickness to job interviews to re-arrest. The intervention was scheduled for the fourth week of the agency training program to insure that all trainees had previously exhibited motivation to participate in the agency program. Of these 50 trainees three were dropped from the analysis due to missing data. The trainees all came from inner city neighborhoods where the social-economic class is predominantly lower income. Of the trainees completing the study, 45 were Black while 5 were Hispanic. All but 2 of the trainees were male and all were single. The mean number of prior arrests was 3.71 (with a standard deviation of 6.08), while the mean number of prior convictions was 1.44 with a standard deviation of 1.31.

The Basic Skills Training Program (BSTP)

The experimental intervention occurred during the fourth week of the eight-week Basic Skills Training Program. Each of the three BSTP training classes which provided trainees for the research was conducted according to the normal agency program schedule. Random assignment, stratified within classes, was used to control for cohort effects. Each class consisted of morning and afternoon sessions lasting from 9:30 A.M. to 3:30 P.M. from Monday through Friday for an eight-week period. The overall purpose of the BSTP training program was to provide ex-offenders with academic, interpersonal, and specific job interviewing skills training and, thereby, facilitate attainment of the General Equivalency Diploma (GED) and successful placement in a job site. However, the class leaders did not focus on job seeking and job holding skills until after the experimental intervention.

The Instruments

The test anxiety scale was scored by summing the number of items circled by each client (T or F) which correspond to test anxious responses as determined by Sarason (1972). A higher score reflects high test anxiety.

To assess trainee knowledge of job interviewing skills the author developed the Job Interview Skills Questionnaire (JISQ). The Job Interview Skills Questionnaire is a 41-item, true-false format instrument with adequate face validity. The instrument is designed to sample from a number of behavior areas; (1) The starting of

the interview; (2) The main body of the interview; (3) The ending of the interview; and (4) general dress. Each trainee received a summary score on the Job Interview Skills Questionnaire (JISQ) reflecting the number of correctly answered questions.

Each trainee role play was rated independently by raters trained to .90 interrater reliability for the global level of rating. The global level of rating consisted of two scores, the general impression of the interview as a whole and the employability of the interviewee. The general impression rating from the global level was included in the main analysis, as it showed an adequate interrater correlation and was more directly related to the interview than a judgement of employability. The general impression rating provided a summary rating of such interviewee behaviors as eye contact, rapport with the interviewer, nonverbal behavior and posture, poise, as well as expressed motivation and interest.

To evaluate the effectiveness and ecological validity (Bronfenbrener, 1977) of these modeling strategies, the believability of and trainee identification with models was assessed by the 6-item Identification Questionnaire developed for this study. Subjects responded on a 9-point scale to statements regarding the believability and similarity-to-the-trainee of actors in the videotapes used in this study.

Subject feelings of self-efficacy in the job interview setting were assessed via the Efficacy Questionnaire developed by the author for this study. This questionnaire is a 10-item instrument with a 9-point agree-disagree format. Each trainee receives a score for each of the

three factors of which the instrument is composed. The follow-up data sheet provided information on such outcomes as recidivism rate, number of job interviews attended, number of job related contacts, and/or actual job placement.

Experimental Procedure.

The experimenter met with members of each trainee group on Monday morning of the fourth week in an eight-week employment training program. The trainees were given an opportunity to voice any concerns or questions. Subjects were informed that participation in the experiment was totally voluntary and not a part of the regular agency training program. Prior to the first experimental session, trainees completed the pre test which consisted of the Test Anxiety Scale, Job interview Skills Questionnaire, Efficacy Questionnaire, and the Demographic Questionnaire (see Figure 2).

Figure 1

Experimental Design

Group	Pre Test	Experimental Manipulation Int1	Int2	Int3	Int4	Int5	Mid Test	RP	Post Test	Outcome Measuress 30 Day Follow Up
Best Alternative Training	X	GIV	SMV	SMV	SMV	SMV	X	X	X	X
Video-Discussion	X	GIV	VDV	VDV	VDV	VDV	X	X	X	X
Symbolic Modeling	X	GIV	BAV	BAV	BAV	BAV	X	X	X	X

Int= intervention GIV= General Introduction Videotape
SMV= Symbolic Modeling Videotape VDV= Video Discussion Videotape
BAV= Best Alternative Training videotape
RP= role play session

Desensitization

The experimental procedure consisted of five sessions (see Figure 1). The first experimental session lasted approximately one hour and was presented to all trainees in all conditions. The first session consisted of a videotape of models discussing their past history and future aspirations followed by a discussion of their own personal life goals the general introduction videotape. This discussion was videotaped and replayed to the group as a whole. This initial session

served to desensitize the trainees to the video experience and reduce the possibility of artificial and stilted trainee behavior during the subsequent four experimental interventions.

The Training Videotapes

For each of the remaining four half hour sessions, each participant was randomly assigned to one of three groups: symbolic modeling, video discussion, and best alternative training intervention. Each of the experimental interventions consisted of a twenty-minute videotape focused around a specifc set of job interviewing skills and followed by a ten-minute discussion. For both the symbolic modeling and video discussion groups, the second experimental session focused on the interviewee entrance into and initial behavior in the interview. The third experimental session focused on interviewee answers to various interviewer questions posed during the course of an interview. The fourth experimental session revolved around questions the interviewee may desire to ask and how to close the interview. The fifth experimental session integrated all aspects of the job interview.

Those assigned to the best alternitive training situation received the usual services that the agency offers to adolescent and young adult ex-offenders. They also received an innocuous but relevant videotape experience to control for the novelty effect of the video experience of the other two groups. For the best alternative training group, the second through fifth experimental sessions focused on relating personal history to present and future life plans and goals.

Following the last experimental session, each trainee completed the midtest which consisted of the Job Interview Skills Questionnaire, Identification Questionnaire, and Efficacy Questionnaire. Each trainee also individually role played a fifteen minute job interview and, then, individually viewed and discussed a videotape of the job interview for fifteen minutes (see Figures 1 and 2). Follow-up outcome data were obtained from agency placement specialists 30 days after trainees completed the Basic Skills Training Program. The specialists were blind regarding trainee intervention group membership.

Figure 2

Administration of Measures

Instrument	Pre Test	Experimental Manipulation					Mid Test	RP	Post Test	Outcome Measures
		Int1	Int2	Int3	Int4	Int5				30 Day Follow Up
Test Anxiety Scale	X								X	
Efficacy Questionnaire	X						X		X	
Job Interview Skills Questionnaire	X						X		X	
Demographic Data	X									
Role Play Rating								X		
Identification Questionnaire							X			
Follow-Up Data Sheet										X

Int= intervention GIV= General Introduction Videotape
SMV= Symbolic Modeling Videotape VDV= Video Discussion Videotape
BAV= Best Alternative Training videotape
RP= role play session

Results

Preliminary Analyses

The video interventions were developed with the goal of maximizing both the positive stimulus value of and trainee identification with the models. It was reasoned that if trainees did indeed identify with the models in the video interventions, they would evidence beliefs that they could perform successful job interviews similar to those exhibited/discussed by the models. The subsequent tests were done to determine whether the use of more similar, more fallible models was successful in avoiding the problems of lack of identification and negative self-efficacy posited by other researchers.

The Identification Questionnaire was factor analyzed using principal components analysis with varimax rotation (orthogonal) . One factor was found: identification. Four questions were loaded on this factor at a .30 level or better. The variance explained by the identification factor was .46. Two other questions were dropped before the factor analysis as their content was not relevant for all three experimental conditions. A student's t test ($t=2.94$, $p<.005$) was calculated for the items loading on the factor, identification. This t test indicated that trainees responded to items in a manner which was significantly more positive than the neutral midpoint response (means: Best Alternative Training, 20.87; Videodiscussion, 22.27; Symbolic

Modeling, 25.47). An Analysis of Variance with Duncan's Multiple Range Test found no significant differences among the groups. These results indicate that the trainees identified positively with the models and that this positive identification was consistent across the three intervention groups.

The Efficacy Questionnaire was factor analyzed using a principal components analysis with varimax rotation (orthogonal). Three factors were derived: Independence, initiative, and preparedness. Independence is composed ot two items: Ability to independently go to the interview site and ability to do a good job interview without a support person present. Initiative consists of three items: Ability to independently arrange for a job interview, ability to follow-up on the job interview without assistance, and ability to independently handle the job interview proper. three items load on the factor, preparedness: Knowing exactly what to say in an interview, knowing, in general, what constitutes a good job interview, and knowing how to act in an interview. Each trainee received a score for each of the three factors which was composed of the sum of the scores of the items loading on that factor. a MANCOVA was performed with the Efficacy Questionnaire mid point test as the dependent measure. Each trainee's score from the Identification Questionnaire (Ident) was used as a covariate in the analysis. The general linear model was: Independence, Initiative, Preparedness = Constant + Group + Identification +Test Anxiety + Group*Test Anxiety + Error. A significant effect for the constant term was found for all three Efficacy Questionnaire factors, indicating that trainee responses were significantly greater than zero (feeling no

self-efficacy). Thus, the trainees who viewed carefully constructed videotapes demonstrated positive self-efficacy, in contrast to modeling situations used by other researchers.

Several preliminary analyses were performed for the Job Interview Skills Questionnaire. The mean and standard deviation for The Job Interview Skills Questionnaire are presented in table 1. These data are for the pre-, mid-, and posttest.

Table 1

Job Interview Skills Questionnaire

Means and Standard Deviations

	Pre-Test		Mid-Test		Post-Test	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Job Interview Skills Questionnaire Best Alternative Training Group	26.80	4.26	27.33	4.01	27.64	5.08
Job Interview Skills Questionnaire Videodiscussion Group	26.00	4.07	29.77	3.70	28.31	4.55
Job Interview Skills Questionnaire Symbolic Modeling Group	28.37	4.19	28.47	4.61	28.05	4.10

Table 2

Correlations by Group

Symbolic Modeling Group

	JISQM	JISQP	IMPRESS
TASPRE	-0.46**	-0.40*	0.13
JISQM		0.51**	0.07
JISQP			-0.06

Best Alternative Training Group

	JISQM	JISQP	IMPRESS
TASPRE	0.38	0.32	-0.07
JISQM		0.76****	0.13
JISQP			-0.08

Video Discussion Group

	JISQM	JISQP	IMPRESS
TASPRE	-0.19	-0.19	-0.26
JISQM		0.82****	-0.21
JISQP			-0.35

**** significant at $p < .001$

*** significant at $p < .01$

** significant at $p < .05$

* significant at $p < .10$

TASPRE = Test Anxiety Scale, Pre Test

JISQM = Job Interview Skills Questionnaire, Mid Test

JISQP = Job Interview Skills Questionnaire, Post Test

IMPRESS = Impression, rating at the thematic level of trainee role play job interviews

Table 3

Test of the Linear Model

	Job Interview Skills		
	Questionnaire	Impression	
	Mid test		
Effect	Univariate F	Univariate F	Multivariate F
Constant	118.34****	42.31****	75.00****
Identification Questionnaire	0.13	0.02	0.08
Group	3.72**	1.28	2.43*
Test Anxiety Scale	0.61	0.70	0.61
Group*Test Anxiety Scale	3.33**	1.27	2.25*
BAT Group vs. SM Group	7.03***	0.56	3.80**
BAT Group vs. VD Group	3.03*	0.90	1.84
VD Group vs. SM Group	0.234	2.56	1.40
BAT Group vs. VD Group, SM Group	6.45**	0.04	3.15**

**** significant at $p < .001$
*** significant at $p < .01$
** significant at $p < .05$
* significant at $p < .10$

BAT Group = Best Alternative Training
VD Group = Video Discussion
SM Group = Symbolic Modeling

Group Differences

A number of tests were performed to look at the first focal area of this study: The ability of a videointervention in a symbolic modeling or discussion format to strengthen interpersonal skills for job acquisition and retention. For the Job Interview Skills Questionnaire a significant group effect and group*test anxiety effect were found (see Table 3). To further define the group effect, planned contrasts were performed among the groups. A significant effect was found for the planned contrast, video intervention groups (video discussion and symbolic modeling) versus best alternative training group for the Job Interview Skills Questionnaire (refer to Table 3). The effect was in the predicted direction. This significant contrast suggests that trainees in both the symbolic modeling and video discussion groups had greater understanding of job interviewing skills than those in the best alternative training group (see Table 3). However, this greater understanding was not evident in the general impression trainees made in the role play of job interviews. Thus, selective support was provided for the contention that a video intervention can strengthen job acquisition and retention skills. It would appear that it is easier to learn about a trainee area than develop and integrate behaviors based upon that knowledge.

The most noteworthy difference among the three experimental groups at the 30 day follow up was in the area of job loss. Four of the five trainees in the best alternative training group who obtained employment subsequently lost their jobs while no trainee in the video intervention

groups lost a job. Thus, trainees in the best alternative training group accounted for all of the jobs lost in the trainee population (100% vs 20% binomial probability=.002) (refer to Table 4).

Table 4

Follow-Up Data

	All Trainees	Best Alternative Training	Video-discussion	Symbolic Modeling
Number of trainees	50	15	16	19
Early termination due to employment	3(6%)	0(0%)	2(13%)	1(5%)
Trainee receiving a job offer	17(34%)	5(33%)	7(44%)	5(26%)
Number of trainees that started work and subsequently lost the job	4(24%)	4(80%)	0(0%)	0(0%)
Number of employed trainees regularly going to work	14(82%)	3(60%)	6(85%)	5(100%)
Number of trainees requiring contact with counselor after placement	8(47%)	4(80%)	3(43%)	1(20%)

Percentages may not total to 100 percent due to rounding error.

A number of other differences among the groups are also evidenced. While these differences are not as dramatic as the findings regarding job retention, and are based on a small number of trainees, they do lend additional support to the efficacy of the training interventions. The best alternative training group also had the lowest percentage of trainees going to work regularly while employed (Chi Square=3.03, $p>.20$, df=2). No members of the best alternative training group graduated early as a result of receiving a job offer. In addition members of the best alternative training group required the most supportive contact with agency placement specialists following placement (Chi Square=4.25, $p=>.10$, df=2).

Test Anxiety and Modal Matching

Several tests were performed to examine the second focal area of this study: The relation between mode of training and mode of evaluation as well as the influence of the personality variable, test anxiety, on this relation. A MANCOVA (general linear model with a product term (Wilkinson, 1980) was performed with the Job Interview Skills Questionnaire mid point test (JISQM), and the general impression (IMPRESS) rating of trainee role play job interviews as dependent measures (see Table 3). Each trainee's identification with the models (ident) was used as a covariate in the analysis. The general linear model was: JISQM, IMPRESS = constant + group + ident + test anxiety + group*test anxiety + error. For the Job Interview Skills Questionnaire a group effect and a group*test anxiety effect were significant. For Impression no significant effects were found (see Table 3).

A subsequent MANCOVA which examined each group separately was performed to further illuminate the effect, group*test anxiety. Results are presented in Table 5. A significant effect was found for test anxiety with the symbolic modeling group for the Job Interview Skills Questionnaire. Test anxiety (pre-test score) was significantly negatively correlated with the score on the Job Interview Skills Questionnaire at mid test, for trainees in the symbolic modeling group (see Table 2). This suggests that more test anxious trainees in the symbolic modeling group obtained lower scores on the Job Interview Skills Questionnaire.

A significant effect of test anxiety on general impression was evidenced for the video discussion group (see Table 5). This effect must be viewed with caution for a number of reasons. First, in the original MANCOVA (Table 3), although the multivariate F for group*test anxiety was significant at .10 probability level, the univariate F for group*test anxiety was not significant for general impression. Second, in the MANCOVA for each group (Table 5), the multivariate F for test anxiety in the video discussion group was not significant.

These results suggest that presentation of training material is associated with the interfering effects of test anxiety when the mode of evaluation differs from the mode of training. In other words, presentation of training material is associated with a cross modality sensitization effect of a negative sort (see Figure 3).

Figure 3

Negative Cross Modality Sensitization Effect for Test Anxiety

Evaluation Mode	Training Mode: Experience-Based (Symbolic Modeling)	Training Mode: Didactic (Panel Discussion)	Training Mode: Best Alternative Therapy (Control group)
Experience-Based (role play)		Anxiety Effects Univariate F=4.84 **	
Didactic (pencil and paper tests)	Anxiety Effects Univariate F=5.18 **		

** Significant at p. 05

Table 5

Test of the Linear Model for each Group

	Job Interview Skills Questionnaire Mid Test	Impression	
Effect	Univariate F	Univariate F	Multivariate F
BAT Group Constant	68.23****	16.138***	34.03***
Identification Questionnaire	3.61*	0.001	1.73
Test Anxiety Scale	2.01	0.06	1.05
VD Group Constant	25.08****	30.33****	39.05***
Identification Questionnaire	1.23	0.55	0.61
Test Anxiety Scale	0.11	4.84**	2.84
SM Group Constant	45.38****	7.32**	22.70***
Identification Questionnaire	1.95	0.02	0.92
Test Anxiety Scale	5.18**	0.28	2.78*

**** significant at $p < .001$

*** significant at $p < .01$

** significant at $p < .05$

* significant at $p < .10$

BAT Group = Best Alternative Training

VD Group = Video Discussion

SM Group = Symbolic Modeling

Discussion

The area of job training for adolescent and young adult ex-offenders is one of crucial importance not only for trainees but for society at large. Unless accessible avenues for legitimate employment are provided to ex-offenders, the burden of an ever-increasing crime rate and an overwhelmed penal system will continue to plague society and untold lives will be needlessly wasted. In an era of ever-tightening budgets, effective and cost efficient means of providing services must be developed. A videotaped job training intervention implemented by paraprofessional staff is one such means of service provision.

The first focal area of this study posed the question: Can a video intervention in a symbolic modeling or video discussion format strengthen interpersonal skills for job acquisition and retention? The contrast, video discussion with symbolic modeling groups versus the best alternative training group showed that both video intervention groups were significantly higher than the best alternative training group (see Table 3) for the Job Interview Skills Questionnaire. It would appear that cognitive knowledge of the skills involved in job interviewing is easier to learn than the implementation of those skills.

The data from the Follow Up Questionnaire regarding job retention, attendance at work, and trainee dependence on agency resources subsequent to placement suggest that the video training groups, had a positive impact on these trainee job retention behaviors. These findings at follow-up support the proposition that a lag time may exist before the effects of a training experience are fully evidenced. It was

demonstrated that brief yet carefully constructed video interventions can improve both trainees' knowledge of job interview skills as well as their ability to retain jobs. Such video interventions can serve as an important component in community-based efforts to enable ex-offenders to obtain jobs and, thereby, break the recidivism cycle.

Mode of interaction appears to have been given scant attention in either the social learning or training litratures to date. This construct may prove of importance in clarifying the current confusing results of studies comparing video discussion versus symbolic modeling formats of training (Thelen et al., 1979).

Results, both from the correlations and the MANCOVA, regarding test anxiety and to use job interviewing skills ,suggested that presentation of training material is associated with the interfering effects of test anxiety when trainees are evaluated in a mode, e.g., didactic, other than the mode of presentation of the training material, e.g., experimental. This difference in impact of training material according to mode of interaction implies that multimodal assessment of knowledge/skill acquisition is essential for the accurate evaluation of training programs. It also suggests that the use of multimodal training methods may have greater impact than single methods and should be explored in future work.

The findings regarding identification and trainee feelings of self-efficacy do not support Sarason's (1972) suggestion that modeling with televised feedback of trainee behaviors has a negative influence on juvenile delinquents' performance of prosocial behavors. Rather, it would appear that, with careful attention to model characteristics and

the manner in which models engage in problem solving behavior, it is possible to maintain trainee feelings of self-efficacy as well as positively influence behavior.

This finding suggests that learning is not merely a stamping in process on a passive organism, but rather, learning results from the interaction of an active organism with a complex environment. Thus, the characteristics of both the person and external stimuli must be specified in order to fully illuminate the learning process. The person brings to the learning situation certain "baggage" such as expectancies (Reiss, 1980) or incentive inducements, anticipating events cognitively (Lefkowitz, Eron, Walder, & Huesmann, 1977). These expectancies influence both the individual's response to learning situations as well as later performance in evaluative settings. There are a number of possible implications of this interactionist/wholistic position for social learning theory: 1) There needs to be an increasing emphasis on individual difference variables as cognitive mediators of environmental stimuli. 2) Attention must be placed in training and evaluation studies on answering the questions; How, When, and With whom? In other words, increasing attention needs to be given to the context, both internal and external, of learning.

This study has demonstrated that, with careful attention to model characteristics and the manner in which models engage in problem solving behavior, a relatively brief community-based video training experience can strengthen the interpersonal skills for job acquisition and retention with adolescent and young adult ex-offenders. In an era of diminishing resources in the social service sector, brief yet powerful

video interventions can become cost effective parts of community-based job training programs and can be implemented using a minimum of paraprofessional staff time. This study has also demonstrated the benefit to be gained from focusing attention on the active learner in a training intervention.

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